



RONALD E MCNAIR MIDDLE

P O Box 1209

Lake City, South Carolina

Grades	6-8 Middle School	
Enrollment	413 Students	
Principal	Margie Myers	843-374-8651
Superintendent	Dr. Keith Callicutt, Interim	843-374-8652
Board Chair	Dr. Julia Mims	843-374-2705

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Below Average	Average
2009	Below Average	Below Average
2008	At-Risk	Below Average
2007	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

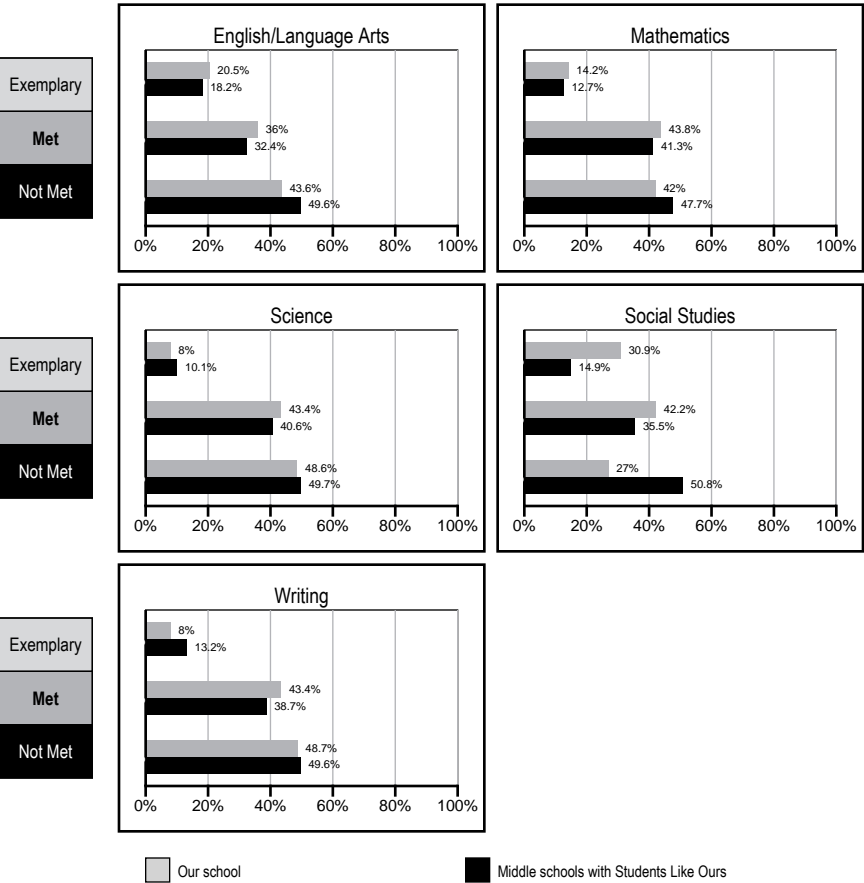
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	19	32	21

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	90.0%
English 1	95.0%	87.8%
Biology 1/Applied Biology 2	N/A	36.8%
Physical Science	N/A	13.4%
US History and the Constitution	N/A	N/A
All Subjects	97.1%	89.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=413)				
Students enrolled in high school credit courses (grades 7 & 8)	22.9%	Down from 33.3%	14.2%	24.5%
Retention rate	0.2%	Down from 1.6%	1.0%	0.7%
Attendance rate	95.9%	Up from 95.4%	95.4%	95.9%
Served by gifted and talented program	8.4%	Up from 5.7%	7.2%	17.8%
With disabilities other than speech	15.3%	Down from 21.5%	11.1%	9.2%
Older than usual for grade	3.8%	Down from 7.0%	2.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.3%	0.4%
Annual dropout rate	0.8%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	33.3%	Down from 48.1%	59.5%	60.0%
Continuing contract teachers	70.4%	Up from 51.9%	69.0%	82.6%
Teachers returning from previous year	64.4%	Up from 60.0%	80.2%	85.6%
Teacher attendance rate	94.0%	Down from 96.5%	95.3%	95.3%
Average teacher salary*	\$41,042	Down 1.1%	\$44,264	\$46,300
Professional development days/teacher	11.1 days	Up from 10.8 days	10.6 days	9.9 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	22.7 to 1	Up from 20.8 to 1	19.0 to 1	21.5 to 1
Prime instructional time	87.9%	Down from 90.5%	89.5%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	89.6%	Up from 86.9%	97.5%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$10,000	Up 9.9%	\$9,685	\$7,634
Percent of expenditures for instruction**	51.5%	Down from 51.6%	61.6%	64.0%
Percent of expenditures for teacher salaries**	48.3%	Up from 47.9%	56.3%	61.2%

* Includes current year teachers contracted for 185 or more days.
 ** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Ronald E. McNair Middle School's motto, "Ronald E. McNair students are respectful, responsible, trustworthy, and college-bound," helped to drive the 2010-2011 school year. Ronald E. McNair Middle School is commitment to academic excellence and to the education of the whole student. The school's motto reflects the expectations and the vision of all who are involved in the daily operations of school. REMMS implemented a character education program in order to develop exemplary citizens within the community. Character education classes and a behavior incentive system contributed to the success of the program. Furthermore, the school enlisted various speakers from the community-at-large to address the students about the importance of displaying positive character traits.

The primary focus at Ronald E. McNair was academic rigor. The school continued to offer numerous high school courses –English I, Algebra I, and Computer Applications – as well as advanced English and math courses. Ronald E. McNair Middle School used a challenging district-based curriculum for Talented and Gifted classes. Additionally, the History Club, the Academic Challenge Team, Matheletes, book clubs, and various local and state writing contests were implemented in order to create a school-wide focus on rigor. Great attention was devoted to the school-wide reading program, Reading Counts. REMMS students were recognized for the number of books read and tests passed during the academic year. The "Early-Bird" computer lab was opened throughout the school year, offering students additional support and practice on PASS-like testing activities. The ALEKS and Academy of Reading programs were implemented to help close the achievement gap for special needs students. Teachers and students also celebrated the life and accomplishments of Dr. Ronald E. McNair through a week of science and technology exploration that engaged students in higher-level, inquiry-based activities.

Professional development continued through the school's Teacher Advancement Program (TAP), with instructional strategies for single-gender classrooms serving as a focus for the weekly cluster sessions. Training was provided in-house by Master Teachers, by guest instructors and consultants, and by the State Department of Education's Office of Public School Choice. Ten faculty members from REMMS presented at South Carolina's Fifth Annual Teacher-to-Teacher Conference in Columbia.

As the school prepares for the next school year, Ronald E. McNair Middle School will continue to strive for academic excellence and to focus on building productive citizens for our community, our state, and our nation.

Margie B. Myers, Principal, Trena McKenzie, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	119	40
Percent satisfied with learning environment	100.0%	69.5%	89.5%
Percent satisfied with social and physical environment	100.0%	78.0%	76.3%
Percent satisfied with school-home relations	83.3%	85.6%	76.3%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 16 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	418	99.8	43.1	35.6	21.3	69.6	70.4	82.4	No	Yes
Gender										
Male	224	100	47.8	34.3	17.9	65.2	64.6	78.7	N/A	N/A
Female	194	99.5	38	37	25	74.5	76.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	127	100	33.6	33.6	32.7	77	78.5	88.9	No	Yes
African American	269	99.6	46.8	36.8	16.4	66	65.3	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	22	100	50	31.8	18.2	72.7	79	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
Disability Status										
Disabled	82	98.8	81.1	9.5	9.5	29.7	40.9	48.1	No	Yes
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	53.3	40	6.7	73.3	78.8	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	352	99.7	44.6	36.3	19	68.5	68.3	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	418	100	41.7	43.3	15	70.7	70.8	81.9	Yes	Yes
Gender										
Male	224	100	45.3	41.8	12.9	65.7	66.9	79.9	N/A	N/A
Female	194	100	37.8	44.9	17.3	76.2	75.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	127	100	30.1	47.8	22.1	79.6	81	88.9	Yes	Yes
African American	269	100	47.4	41	11.6	66.1	64.6	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	22	100	36.4	45.5	18.2	77.3	80.6	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
Disability Status										
Disabled	82	100	72	21.3	6.7	30.7	40.8	47.3	Yes	Yes
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	33.3	60	6.7	73.3	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	352	100	43.9	42.4	13.6	68.8	68.4	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	277	99.6	48.2	43.1	8.7	51.8	48.8	68.6
Gender								
Male	142	99.3	52.4	35.5	12.1	47.6	46.2	68.3
Female	135	100	44.2	50.4	5.4	55.8	51.5	68.9
Racial/Ethnic Group								
White	82	100	40	40	20	60	62.4	80.7
African American	177	99.4	52.7	43	4.2	47.3	41.8	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	18	100	38.9	55.6	5.6	61.1	43.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
Disability Status								
Disabled	56	100	80.4	15.7	3.9	19.6	26.5	35.7
Migrant Status								
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	42.9
English Proficiency								
Limited English Proficient	11	100	N/AV	N/AV	N/AV	63.6	44.4	60.7
Socio-Economic Status								
Subsidized meals	230	99.6	51.6	41.6	6.8	48.4	45.9	57.3

Social Studies

All Students	279	100	26.9	41.5	31.5	73.1	59	72.5
Gender								
Male	158	100	28.5	41	30.6	71.5	58.5	72
Female	121	100	25	42.2	32.8	75	59.6	73.1
Racial/Ethnic Group								
White	87	100	23.1	30.8	46.2	76.9	66.2	81
African American	175	100	28.5	47.3	24.2	71.5	55.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	17	100	29.4	35.3	35.3	70.6	54.5	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
Disability Status								
Disabled	52	100	59.6	25.5	14.9	40.4	38.6	40.5
Migrant Status								
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	53.8
English Proficiency								
Limited English Proficient	11	100	36.4	36.4	27.3	63.6	47.2	69.7
Socio-Economic Status								
Subsidized meals	234	100	27.8	40.5	31.7	72.2	56.4	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	119	98.3	48.2	43.8	8	51.8	58.8	73.2	95.9	95.6
Gender										
Male	63	98.4	65.5	29.3	5.2	34.5	46.5	67.2	95.1	95.4
Female	56	98.2	29.6	59.3	11.1	70.4	71.5	79.4	96.9	95.9
Racial/Ethnic Group										
White	28	100	48.1	33.3	18.5	51.9	69.6	81.5	94.3	94.8
African American	87	97.7	46.9	48.1	4.9	53.1	54.3	61.3	96.6	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	98.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	46.7	66.7	97.1	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	95.3
Disability Status										
Disabled	21	90.5	N/AV	N/AV	N/AV	23.5	20.2	26	94.3	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	97.9	95.3
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	46.2	65.7	98.1	96.4
Socio-Economic Status										
Subsidized meals	102	98	49.5	44.3	6.2	50.5	56.8	63.2	96	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	134	99.3	37.5	39.1	23.4	62.5
	7	123	95.9	48.6	41.3	10.1	51.4
	8	112	95.5	58	26	16	42
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	159	100	42.5	37	20.5	57.5
	7	140	99.3	41.4	35.9	22.7	58.6
	8	119	100	45.9	33.3	20.7	54.1

Mathematics

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	134	99.3	56.3	26.6	17.2	43.8
	7	123	95.9	54.1	44	1.8	45.9
	8	112	95.5	49	36	15	51
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	159	100	44.5	46.6	8.9	55.5
	7	140	100	44.2	37.2	18.6	55.8
	8	119	100	35.1	45.9	18.9	64.9

Science

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	67	100	56.3	39.1	4.7	43.8
	7	118	100	52.3	42.2	5.5	47.7
	8	54	100	48	42	10	52
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	79	100	63.4	28.2	8.5	36.6
	7	138	100	40.2	50.4	9.4	59.8
	8	60	98.3	47.3	45.5	7.3	52.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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Social Studies

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	67	100	23.1	56.9	20	76.9
	7	118	100	38.5	46.8	14.7	61.5
	8	53	100	48	26	26	52
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	80	100	17.3	58.7	24	82.7
	7	140	100	32.6	36.4	31	67.4
	8	59	100	26.8	30.4	42.9	73.2

Writing

2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	135	99.3	41.9	45.7	12.4	58.1
	7	124	97.6	44	42.2	13.8	56
	8	109	96.3	42.2	47.1	10.8	57.8
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	119	98.3	48.2	43.8	8	51.8

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N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample